**Interactive Classroom Resources**

*from readwritethink.com*

Identifying Important facts for writing about nonfiction

Fact Fragment Frenzy, included in an extended research skills unit which also employs the [Hints about Print interactive](http://www.readwritethink.org/student_mat/student_material.asp?id=25), aids students in learning the importance of finding the words in sentences and paragraphs that contain the facts they need for compiling their research. They practice by pulling important words from a text over to a virtual notebook (shown at left). The students then move to putting those notes into their own words, avoiding plagiarism. Having elementary students participate in the fact-finding process early in their school experience promises to enrich further study and enjoyment of nonfiction texts.

<http://www.readwritethink.org/classroom-resources/student-interactives/fact-fragment-frenzy-30013.html>

Compare and Contrast Map

This interactive graphic organizer helps students develop an outline for one of three types of comparison essays: whole-to-whole, similarities-to-differences, or point-to-point. A link in the introduction to the[Comparison and Contrast Guide](http://www.readwritethink.org/materials/compcontrast/) give students the chance to get definitions and look at examples before they begin working. The tool offers multiple ways to navigate information including a graphic on the right that allows students to move around the map without having to work in a linear fashion. The finished map can be saved, e-mailed, or printed.

<http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html>

ABC Match

Learning to recognize letters is integral to early literacy. But how can you keep your students practicing until they are fluent? The [ABC Match](http://www.readwritethink.org/materials/abcmatch/) game meets this challenge by offering students the chance to match initial letters with pictures while also using their memory skills to remember which cards are where. Students work their way through three increasingly difficult levels, each with more pairs of cards. The game offers two modes of play, one timed and one not, as well as the option to hear the names of all the pictures. A [print version](http://www.readwritethink.org/materials/abcmatch/abc_match_cards.pdf) of the cards enables students to play the game offline, either in the classroom or at home.

<http://www.readwritethink.org/classroom-resources/student-interactives/match-30064.html>

Construct-a-Word

Construct-a-Word provides a simple, engaging way for students to generate dozens of different words by first choosing an ending (for example *-an,* *-ed,* *-at,* *-op*) and then adding a beginning letter or blend. When a correct word is created, the word is stored in a Word Bank where students can read and review their words. For each ending, Construct-a-Word prompts students to create between 6 and 14 different possible words, adding an element of fun and discovery. It uses animation and sound to guide students through the steps of creating words, and employs prompts that are clear and easy to master. This interactive tool could be used individually or in small groups, either in one session or across multiple lessons.

<http://www.readwritethink.org/classroom-resources/student-interactives/construct-word-30003.html>

Eye on Idioms

Students are more likely to understand, recall, and care about what an idiom means after having played with the phrase through a highly engaging exploration of metaphorical language. Eye on Idioms can be used to engage students in a study of seven idioms. After viewing the literal representation of each idiom, students are asked to complete the sentence by selecting the correct idiom from the list. Using context clues from the sentence, students can then determine the metaphorical meaning of the idiom. As a final step, students are asked to use the idiom in a sentence to show their understanding of its meaning. Students should be reminded to print the page after completing each idiom exercise since their work cannot be saved electronically.

<http://www.readwritethink.org/classroom-resources/student-interactives/idioms-30030.html>

What’s in the Bag?

Young children can use descriptive language in authentic and purposeful ways to communicate in large-group settings. Using the What's in the Bag? interactive, young children develop speaking and listening skills as a part of language development, as well as connecting visual text with the printed word (shown at left). This shared-language experience emphasizes the importance of both those skills and, ultimately, the act for both participants is to relate meaning and expression.

<http://www.readwritethink.org/classroom-resources/student-interactives/what-30017.html>

Acrostic Poems

In this online tool, students can learn about and write acrostic poems. An acrostic poem uses the letters in a word to begin each line of the poem. All lines of the poem relate to or describe the main topic word. As part of the online tool, students brainstorm words to help write their poems and can save their work-in-progress to revise and edit, reinforcing elements of the writing process. Students can also print their finished acrostic poems or proudly show off their work by e-mailing it to a friend.

<http://www.readwritethink.org/classroom-resources/student-interactives/acrostic-poems-30045.html>